# College of Education

# Masters of Science Handbook

**AY 2019-2022**

## General Contact Information

* For students enrolled in the program with questions/concerns regarding placements, student teaching, program assessment and progress contact the Program Lead. **Sara Wright, Program Lead,** [sara.wright@oregonstate.edu](mailto:sara.wright@oregonstate.edu)
* For questions regarding the masters committee, graduate content courses, and masters project contact **Dr. Cory Buxton, Program Chair**, [cory.buxton@oregonstate.edu](mailto:cory.buxton@oregonstate.edu) or **Dr. Rebekah Elliot** for math [Rebekah.Elliott@oregonstate.edu](mailto:Rebekah.Elliott@oregonstate.edu)
* For applications to the program, Program of Study logistical questions, course registration and scholarship: **Dr. Carol McKiel** [carol.mckiel@oregonstate.edu](mailto:carol.mckiel@oregonstate.edu)
* Course Overrides and room scheduling: **Gosia Wojtas,** [Gosia.Wojtas@oregonstate.edu](mailto:Gosia.Wojtas@oregonstate.edu)
* Major Professor/advisors for committees will be assigned each year according to faculty staffing.

## Website

[**https://education.oregonstate.edu/master-science-education**](https://education.oregonstate.edu/master-science-education)

## Graduate School

What is the [Graduate School](https://gradschool.oregonstate.edu/)?

#### The Graduate School at OSU assures quality and consistent interpretation of Graduate Council policies related to graduate education across all programs. The [OSU Catalog](https://catalog.oregonstate.edu/college-departments/graduate-school/) is the official source for information regarding OSU graduate education policy and procedures. It is the student's responsibility to refer to the catalog for this information.

* The Graduate School supports students throughout the academic [lifecycle](https://gradschool.oregonstate.edu/progress), from admissions to degree completion.
* The Graduate School, and its campus partners, offer an array of [professional development opportunities](https://gradschool.oregonstate.edu/graduate-student-success/) specific to the success of graduate students. Topics include research and ethics, teaching and facilitation, writing and communication, leadership and management, career skills, grad life and wellness. Please visit the Graduate School links to browse our student success offerings.
  1. **University Emergency Contacts**

OSU is dedicated to providing a safe and secure learning and living environment for its community members. [The Department of Public Safety](https://publicsafety.oregonstate.edu/) provides resources, information, emergency phone numbers, and protocols for maintaining personal safety. Sign up for [OSU Alerts](https://oregonstate.edu/alerts) to get timely messages delivered right to your phone or inbox regarding university closures and other emergency situations.

## Academic and Support Resources

OSU offers a wide array of academic and support resources designed to meet graduate student needs. Some of the more commonly used resources are included below. For a more complete list, please visit the Graduate School’s [Student Resources web page](https://gradschool.oregonstate.edu/graduate-student-success/graduate-student-resources). Note that some services are campus-specific. See also [OSU Cascades Campus Life](http://osucascades.edu/campus-life) and [Ecampus Student Services](http://ecampus.oregonstate.edu/students/) for services specifically provided to graduate students pursuing degrees or certificates via those specific venues.

[Campus Safety](https://publicsafety.oregonstate.edu/) – Emergency phone numbers, university alerts

[Career Development Center](https://career.oregonstate.edu/) – Resume/CV, networking, job search strategies

[Childcare and Family Resources](https://familyresources.oregonstate.edu/) – University child care centers, child care assistance

[Counseling and Psychological Services (CAPS)](https://counseling.oregonstate.edu/) – Individual and group counseling

[Cultural Resource Centers](https://dce.oregonstate.edu/cultural-resource-centers) – Cultural based community centers, social support

[Disability Access Services (DAS)](https://ds.oregonstate.edu/) – Academic accommodations

[Equal Opportunity and Access (EOA)](https://eoa.oregonstate.edu/) – Employment accommodations, discrimination or bias response

[Financing your education](https://gradschool.oregonstate.edu/finance) – Funding options and information, graduate awards

[Graduate Student Commons](https://beav.es/gradcommons) – Lounge, study space, reservable meeting rooms

[Graduate Writing Center](http://writingcenter.oregonstate.edu/graduate-writing-center) – Writing workshops, groups, and 1:1 writing coaching

[Health Insurance](http://studenthealth.oregonstate.edu/insurance) – Plans for graduate students and graduate employees

[Human Services Resource Center (HSRC)](https://studentlife.oregonstate.edu/hsrc) – Food pantry, housing and food stamp assistance

[Institutional Review Board (IRB)](https://research.oregonstate.edu/irb) – Review for human subjects research

[Office of International Services (OIS)](https://international.oregonstate.edu/ois) – Visa and immigration advising

[Ombuds Conflict Management Services](https://ombuds.oregonstate.edu/) – Informal, impartial conflict resolution advising

[Recreational Sports](https://recsports.oregonstate.edu/) – Dixon Recreation Center, intramural sports

[Statistics Consulting Service](https://stat.oregonstate.edu/content/student-consulting-services) – Graduate student research statistical advising

[Student Health Services (SHS)](https://studenthealth.oregonstate.edu/) – Clinic and pharmacy

[Student Multimedia Services (SMS)](https://is.oregonstate.edu/sms) – Poster printing, equipment and laptop loans

[Transportation Services](https://transportation.oregonstate.edu/transportation-services) – Parking permits, bike, bus, SafeRide

[Valley Library](https://library.oregonstate.edu/) – Reference and research assistance, study spaces, research tools

## Program Information and Policies

### FERPA

Upon entering the program Students are called Teacher Candidates. Teacher Candidates, cooperating teachers and supervisors all agree to FERPA requirements as outlined by OSU policy. Teacher Candidates sign an agreement to allow cooperating teachers, faculty and supervisors to discuss their progress across the program which includes classroom grades, dispositions (see retention policy) and student teaching. See link for further details. <https://registrar.oregonstate.edu/FERPA>.

[See Appendix](#Appendix5)

### Overview of Program

A teacher’s influence never stops, and you can make your mark on future generations by becoming a licensed science or mathematics teacher in the state of Oregon. To get there, become a student in Oregon State University’s M.S. in Education hybrid degree program and fill a statewide need for skilled professionals in the classroom.

Studying alongside a cohort of peers, you’ll draw upon current educational research to create innovative and inclusive science and math learning environments. Faculty in Oregon State’s College of Education will help you develop a broad range of instructional strategies so you can meet the needs of diverse learners at different levels of development.

The MS in Education microsite acts as a handbook for this program. Navigate links in the side menu for program details.

### A one-of-a-kind program in Oregon

Oregon State offers the only M.S. in Education program in the state, which exemplifies our leadership in educating STEM professionals in Oregon and beyond. This program places additional emphasis on enhancing future teachers’ STEM content expertise as part of their licensure program. And while program graduates earn a K-12 Oregon Teaching License, the state of Oregon has reciprocity with many other states. This program will benefit existing and aspiring educators who live throughout the U.S.

**Asynchronous classes + synchronous meetings** This is a hybrid program that blends asynchronous online coursework with face-to-face classes. The in-person class meetings — taken in fall and winter terms — provide an opportunity to travel to Oregon State's Corvallis campus two Saturdays per quarter. Or you can join remotely via Zoom.

 Choose a pathway of one or two years. The program’s cohort-based model spans four terms, beginning in summer. Select between the full-time, one-year cohort or the part-time, two-year cohort. The two-year cohort features the program’s core courses in year one and the specialized courses and internships in year two. See the curriculum page for more coursework details.

**Upon successful completion of the program you will receive:**

1. A Master of Science in Education degree in one option: Science Education or Mathematics Education
2. A K-12 Oregon Teaching License with an endorsement to teach at the middle and high school levels.
3. One or more subject matter endorsements for your teaching license. These include:
   * Advanced Mathematics
   * Biology
   * Chemistry
   * Physics
   * Integrated Science

You can also earn an [ESOL endorsement](https://education.oregonstate.edu/esol-endorsement) and/or [Dual Language Specialization](https://education.oregonstate.edu/dls) during the program. These include additional coursework and field experiences beyond the program’s required number of credits.

### Learning Outcomes

* Conduct research or produce some other form of creative work
  + Assessed by completing a masters project and oral exam
* Demonstrate mastery of subject material
  + Assessed by passing scores on state subject exams and successful completion of method courses in your option
* Conduct scholarly or professional activities in an ethical manner
  + Assessed by completion of Ethical research practices: SED 506 Projects course grade.
  + Ethical teaching practices: TSPC Teaching Summary Report scoring guide
* Demonstrate competence teaching math or science content at the appropriate grade level
  + Assessed by a passing score on edTPA
  + Assessed by passing scores on observations of teaching.

## Option in Math Education or Science Education

### ****One-Year Timeline****

#### Summer Term

* **ED 520, Classroom Management (3)**Build knowledge and learn techniques for cultivating a positive learning environment and for managing classrooms. Learn through examining the literature and observing relevant learning environments and classrooms. Explore factors that influence student behavior, including those associated with social and/or multicultural student populations.
* **SED 509, Practicum– September Experience (3) (student teaching hours=at least 60)**
* **Graduate Subject Matter Course\***
  + Recommended for Science Education: SOIL 560 (3)
  + Math Education graduate course TBD (3)
* **ED 572, Foundations of ESOL/Bilingual Education (3)** Examines characteristics of English language learners (ELLs), key theories in language acquisition, the role of culture in language development, and instructional program models for ELLs, while considering implications for classroom instruction. Students who have already taken ED 472 do not need to take ED 572.
* **SED 516, Inquiry in Science and Mathematics Education (3)**Investigation of inquiry and the nature of inquiry in mathematics and science as it relates to education. Students will examine issues relating to integrating mathematical and scientific understandings and practices into K-12 education. Students who have already taken SED 414 or SED 413 do not need to take SED 516.

**Fall Term**

* **SED 510, Student Teaching Internship, Seminar 1 (3) (student teaching hours=at least 125)**
* **SED 511, Analysis of Classroom I (3)** Observation and analysis of the complex science/ mathematics classroom and school culture and their impact on student learning.
* **SED 574, Math Pedagogy and Technology I (4**)  Development of pedagogical content knowledge in grades 6-12 mathematics instruction: learning theory, nature of mathematics, technology integration, and reform recommendations. Hybrid – meets two Saturdays face to face during the term.
* Or **SED 573, Science Pedagogy and Technology I (4)**  Development of pedagogical content knowledge in grades 6-12 science instruction: learning theory, nature of science, technology integration, and reform recommendations. Lec/lab/rec. Hybrid – meets two Saturdays face to face  during the term.
* **Graduate subject matter course\***

**Winter Term**

* **SED 510, Student Teaching Internship Seminar II (3) (student teaching hours=at least 175)**
* **ED 521, Funds of Knowledge (3)**An introduction to multicultural education and developing cultural competence by using a funds of knowledge approach. This approach helps educators combine fieldwork and ethnographic research methods to gain cultural competence about the students they serve. Educators explore their own funds of knowledge as well as the children’s through exploring their community and developing activities centered on children’s own connections and resources.
* **SED 576, Math Pedagogy and Technology I (4)**  Development of additional pedagogical content knowledge in grades 6-12; stress on dominant themes of the school mathematics curriculum including problem-solving, reasoning, communication, and connections as well as the integration of technology into the mathematics classroom. Hybrid – meets two Saturdays face to face during the term.
* Or **SED 577, Science Pedagogy and Technology II (4)**  Development of pedagogical content knowledge in grades 6-12 science instruction: learning theory, nature of science, technology integration, and reform recommendations. Lec/lab/rec.  Hybrid – meets two Saturdays face to face during the term.
* **Graduate Subject Matter Course\***

**Spring Term**

* **SED 510, Professional Student Teaching Internship (9) (student teaching hours=all day, fulltime placement, not less than 400 hours)**
* **SED 506, Professional Development and Practicum (3)**

### ****Two-Year Timeline****

(Part-time students must contact the Carol McKiel, [carol.mckiel@oregonstate.edu](mailto:carol.mckiel@oregonstate.edu) to declare their intentions. )

### Year 1

#### ****Summer Term 1****

* **ED 520, Classroom Management (3)**Build knowledge and learn techniques for cultivating a positive learning environment and for managing classrooms. Learn through examining the literature and observing relevant learning environments and classrooms. Explore factors that influence student behavior, including those associated with social and/or multicultural student populations.
* **Graduate Subject Matter Course\* (or take fall term)**
  + Recommended for Science Education: SOIL 560 (3)
  + Math Education graduate course TBD (3)
* **SED 516, Inquiry in Science and Mathematics Education (3)**Investigation of inquiry and the nature of inquiry in mathematics and science as it relates to education. Students will examine issues relating to integrating mathematical and scientific understandings and practices into K-12 education. Students who have already taken SED 414 or SED 413 do not need to take SED 516.

#### Fall Term 1

* **SED 511, Analysis of Classroom I (3)** Observation and analysis of the complex science/ mathematics classroom and school culture and their impact on student learning.
* **Students need to be able to work in a classroom if they choose to take this class during Year 1. If they don’t have a classroom, they can take the class year 2 with their student teaching placement.**
* **ED 572, Foundations of ESOL/Bilingual Education (3)** Examines characteristics of English language learners (ELLs), key theories in language acquisition, the role of culture in language development, and instructional program models for ELLs, while considering implications for classroom instruction. Students who have already taken ED 472 do not need to take ED 572.

**Winter Term 1**

* **ED 521, Funds of Knowledge (3)**An introduction to multicultural education and developing cultural competence by using a funds of knowledge approach. This approach helps educators combine fieldwork and ethnographic research methods to gain cultural competence about the students they serve. Educators explore their own funds of knowledge as well as the children’s through exploring their community and developing activities centered on children’s own connections and resources.
* **Graduate Subject Matter Course\***

#### Spring Term 1

* **Graduate Subject Matter Course\*  
  Students are required to maintain continuous enrollment, fall, winter, and spring.**

### Year 2

#### Summer Term 2

* **SED 509, Practicum– September Experience (3) (student teaching hours=at least 60)**

#### Fall Term 2

* **SED 510, Student Teaching Internship, Seminar 1 (3) (student teaching hours=125)**
* **(SED511 if not taken during Year 1)**
* **SED 574, Math Pedagogy and Technology I (4**)  Development of pedagogical content knowledge in grades 6-12 mathematics instruction: learning theory, nature of mathematics, technology integration, and reform recommendations. Hybrid – meets two Saturdays face to face during the term.
* Or **SED 573, Science Pedagogy and Technology I (4)**  Development of pedagogical content knowledge in grades 6-12 science instruction: learning theory, nature of science, technology integration, and reform recommendations. Lec/lab/rec. Hybrid – meets two Saturdays face to face during the term.

#### Winter Term 2

* **SED 510, Student Teaching Internship Seminar II (3) (student teaching hours=at least 175)**
* **SED 576, Math Pedagogy and Technology I (4)**  Development of additional pedagogical content knowledge in grades 6-12; stress on dominant themes of the school mathematics curriculum including problem-solving, reasoning, communication, and connections as well as the integration of technology into the mathematics classroom. Hybrid – meets two Saturdays face to face during the term.
* Or **SED 577, Science Pedagogy and Technology II (4)**  Development of pedagogical content knowledge in grades 6-12 science instruction: learning theory, nature of science, technology integration, and reform recommendations. Lec/lab/rec. Hybrid – meets two Saturdays face to face during the term.

**Spring Term 2**

* **SED 510, Professional Student Teaching Internship (9) (student teaching hours=required all day, fulltime placement, not less that 400 hours)**
* **SED 506, Professional Development and Practicum (3)**

### ****Graduate subject matter courses****

As part of the required coursework for the MS in Science or Mathematics Education, all candidates are required to take at least 9 credits of graduate subject matter courses. Although it is possible to take these courses during the licensure program, students may take some or all of these courses before entering the MS program. Please note that university regulations stipulate that courses may not be used for multiple degrees. A graduate course used to fulfill requirements for another program cannot be added to your program of study for the MS program. **An exception to this university regulation are graduate courses taken as part of the Accelerated Master’s Platform (AMP).**

**NOTE:** Students who have taken an undergraduate slash course may not use the course for the MS. For example, students who took BB 450 as an undergrad cannot take BB 550, or students who took MTH 491 cannot take MTH 591 during the MS.

## Proposed timeline to degree completion and Required program/degree milestones

**Before students can graduate with the MS degree students must complete the following**

* Students need to schedule their oral exams two weeks before the end of spring term or before their planned graduation date in the summer.
* Students must have completed the program of study, passed all courses with an overall GPA of 3.0.
* Students must have met any plans of assistance at completion.
* Students must have completed student teaching as required by TSPC in the year in which they are teaching.
* Students must pass the state mandated summative portfolio. This portfolio is dependent on the year in which the student is requesting the license NOT the year in which they complete student teaching. TSPC does adjust requirements each year.
* Students must pass student teaching each term to move on to the next term. See Retention policy and appendix.

**Committee membership**

**Policy on non-OSU committee membership**

Your [graduate committee](https://gradschool.oregonstate.edu/progress/graduate-committee) guides your course work and research and serves as your final examining committee. It is generally expected that all committee members or approved substitutes must be present (in person or by zoom) for the oral exam with the student.

If the faculty member is not a member of the [Graduate Faculty](https://gradschool.oregonstate.edu/faculty/membership) or is not approved for the role proposed, your major department/program will need to nominate the proposed member to act in those roles using the [Nomination to Graduate Faculty form](https://gradschool.oregonstate.edu/faculty/membership). Committee structure is evaluated when your program of study is received by the Graduate School and when you schedule your formal examination(s).

## Funding opportunities

Each year the College will make scholarship opportunities through Scholar Dollars and Laurels available to applicants through the admission letter. See website for current scholarship availability.

<https://education.oregonstate.edu/education-scholarships>

## Role of the major professor

The Major Professor will guide students in setting up the program of study and masters committee, scheduling oral exam and completing the masters project.

Each full-time student will be assigned a Major Professor at the start of Fall Term, and part-time students will be assigned a Major Professor fall of the second year. The Major Professor will be a faculty member with a background and expertise in the field of either math or science depending on the students endorsement.

## Process for filing program specific grievances and petitions

## Deadlines related to Program of Study, Exam Paperwork, etc.

Please read the [minimum deadlines](https://gradschool.oregonstate.edu/progress/deadlines) as defined by the Graduate School. Programs can require a more rigorous set of deadlines. Students are expected to check with their program and the Graduate School regarding specific deadlines unique to the term and academic year they plan to complete their degree requirements.

## Process for measuring and communicating a review of satisfactory progress

The Master of Science (MS) in Education is a compressed ten-month program that runs from June to June. Students must complete 47-53 program credits, an ESOL Foundation course, and three graduate subject area courses. Student’s progress is monitored at the end of each term to ensure [graduate program requirements](https://gradschool.oregonstate.edu/current-students/masters-students) are met (3.0 GPA and a passing score of a C in all classes). Because student teaching skills build from one term to the next, Teacher Candidates must earn a C or better in all course work and receive a satisfactory evaluation from their Cooperating Teacher and University Supervisor at the end of each term. Without a satisfactory evaluation Teacher Candidates will not move on to the next term. Teacher Candidates cannot move on to the next term of student teaching with an Incomplete in a course. In addition, Teacher Candidates must pass SED 509 in order to move on to fall term SED 510 I (fall student teaching), and then must pass SED 510 fall to move on to winter SED 510 II (part-time student teaching). Teacher Candidates must past winter SED 510 II to move on to spring term of student teaching. Teacher Candidates must pass SED 510 III (spring term student teaching/510 assignments) in order to be recommended for a teaching license. View the [MS Satisfactory Progress and Retention Policy](https://education.oregonstate.edu/sites/education.oregonstate.edu/files/policy_for_satisfactory_academic_progress_and_retention.pdf). [**See appendix**](#Appendix1) for specific retention description.

## Registration

The [OSU Schedule of Classes](https://classes.oregonstate.edu/) is available online and contains academic regulations and registration procedures that apply to all students in the university, as well as the final examination week schedule. The online [catalog](https://catalog.oregonstate.edu/) is the source for up-to-date changes for the current and immediately upcoming term. It is your responsibility to register for the appropriate number of credits that may be required for any funding eligibility and/or to meet the requirements of the continuous enrollment policy. Problems arising from registration procedures, such as late registration, adding or withdrawing from courses after deadlines are resolved through the [petition for late change in registration](https://registrar.oregonstate.edu/late-registration) filed with the Graduate School. A late registration fee may be applied. Courses in the MS program cannot be taken as S/U.

Students are responsible for staying current on registration requirements that may supersede the Graduate School requirements (i.e., international, financial aid, veteran’s).

## Minimum Course Loads

Course load requirements for graduate students are established by the Registrar and the Graduate School. You are considered a “full-time” graduate student if you are registered for 9–16 credits in a given academic term. You are considered a “part-time” graduate student if you have less than nine credits. As a graduate student you must be registered for a minimum of three graduate credits every term except summer. Students must be registered for at least three credits in order to sit for the oral exam.

Students are responsible for staying current on course load requirements that may supersede the Graduate School requirements (i.e., international, financial aid, veteran’s)

## [Continuous Graduate Enrollment](https://catalog.oregonstate.edu/college-departments/graduate-school/#policiestext)

All graduate students enrolled in a degree program must register continuously for a minimum of 3 graduate credits each term (fall, winter, and spring terms) until all degree requirements are met, regardless of student’s location. Students can take a leave of absence if they cannot be continuously enrolled. A leave of absence must be approved by the Major Professor and Program Lead. Students defending in the summer term are required to register for a minimum of 3 graduate credits.

Students may appeal the provisions of the continuous graduate enrollment policy if extraordinary circumstances arise by submitting a detailed request in writing to the Dean of the Graduate School. Scheduling difficulties related to the preliminary oral exam or the final oral exam are not considered an extraordinary circumstance.

Various agencies and offices maintain their own registration requirements that also may exceed those specified by this continuous enrollment policy (e.g., those of the Veterans Administration, Immigration and Naturalization Service for international students, and those required for federal financial aid programs.) Therefore, it is the student’s responsibility to register for the appropriate number of credits that may be required for funding eligibility and/or compliance as outlined by specific agency regulations under which they are governed.

## [**Leave of Absence**](https://gradschool.oregonstate.edu/forms#resume)

Leave of Absence status is available to eligible students who need to suspend their program of study for good cause. The time the student spends on approved leave will be included in any time limits prescribed by the university relevant to degree completion. Students on approved leave may not a) use any university facilities, b) make demands upon faculty time, c) receive a fellowship or financial aid, or d) take course work of any kind at Oregon State University. [Leave of Absence/Intent to Resume Graduate Study Forms](https://gradschool.oregonstate.edu/forms#resume) must be received by the Graduate School at least 15 working days prior to the first day of the term involved. Family Medical Leave (FML) may be granted at any point during a term. FML inquiries should be directed to [medical.leave@oregonstate.edu](mailto:medical.leave@oregonstate.edu).

## Unauthorized Break in Registration

## Degree seeking graduate students who take an unauthorized break in registration relinquish graduate standing at the University.

To have graduate standing reinstated after an unauthorized break, students are required to reapply to their program (complete the online graduate admission application, pay the application fee, and may be required to register for three graduate credits for each term of unauthorized break in registration). It is advisable that students in this situation state that they are applying for readmission in the application packet. A reapplication does not ensure admittance to the program.

## Grievance Procedures

All students desiring to appeal matters relating to their graduate degree should follow the Grievance Procedures for Graduate Students. These procedures are available at: <https://gradschool.oregonstate.edu/progress/grievance-procedures>. [See Appendix](#Appendix6)

## [**Grade Requirements**](https://catalog.oregonstate.edu/college-departments/graduate-school/#policiestext) **and Program of Study**

A grade-point average of 3.00 is required: 1) for all courses taken as a degree-seeking graduate student, and 2) for courses included in the graduate degree or program of study. Grades below C (2.00) cannot be used on a graduate program of study. A grade-point average of 3.00 is required before the final oral exam may be undertaken. Enforced graduate-level prerequisite courses must be completed with a minimum grade of C. Students need to pass SED 509, 510 I-III with a C or better in order of sequence.

## Incomplete Grades

An “I” (incomplete) grade is granted only at the discretion of the instructor. The [incomplete](https://catalog.oregonstate.edu/college-departments/graduate-school/#policiestext) that is filed by the instructor at the end of the term must include an alternate/default grade to which the incomplete grade defaults at the end of the specified time period. The time allocated to complete the required tasks for the course may be extended by petition to the University Academic Requirements Committee. You can obtain the form from the Registrar’s Office. It is the student’s responsibility to see that “I” grades are removed within the allotted time.

## Student Conduct and Community Standards

Graduate students enrolled at Oregon State University are expected to conform to basic regulations and policies developed to govern the behavior of students as members of the university community. The Office of Student Conduct and Community Standards (SCCS) is the central coordinating office for student conduct-related matters at Oregon State University.

Choosing to join the Oregon State University community obligates each member to a code of responsible behavior which is outlined in the [Student Conduct Code](https://studentlife.oregonstate.edu/studentconduct). The assumption upon which this Code is based is that all persons must treat one another with dignity and respect in order for scholarship to thrive.

Violations of the regulations subject a student to appropriate disciplinary action.

In addition students are also expected to comply with school district policies/mandates, [TSPC Character Questions](https://education.oregonstate.edu/sites/education.oregonstate.edu/files/tspc_questions.png) and College of Education standards of conduct (see [Appendix](#_Appendix)).

## Academic Dishonesty

Academic Dishonesty is defined as an act of deception in which a student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student’s own efforts or the efforts of another. It includes:

* CHEATING — use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.
* FABRICATION — falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.
* ASSISTING — helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).
* TAMPERING — altering or interfering with evaluation instruments or documents
* PLAGIARISM — representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one’s own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University’s Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

## [**Office of Equal Opportunity and Access**](https://eoa.oregonstate.edu/)

The OSU Office of Equal Opportunity and Access defines sexual harassment as the following:

* Unwelcome\* sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:
* Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or education;
* Submission to or reject of such conduct by an individual is used as the basis for employment of education –related decisions affecting such an individual; or
* Such conduct is sufficiently severe or pervasive that is has the effect, intended or unintended, of unreasonably interfering with an individual’s work or academic performance because it has created an intimidating, hostile, or offensive environment and would have such an effect on a reasonable person of that individual’s status.

*\*Employee conduct directed towards a student – whether unwelcome or welcome – can constitute sexual harassment under OAR.*

There are two confidential resources to discuss reporting options: Center Against Rape and Domestic Violence (CARDV) provides 24/7 confidential crisis response at 541-754-0110 or 800-927-0197, and OSU Sexual Assault Support Services is available weekdays at 541-737-7604.

## [**Student Records**](https://catalog.oregonstate.edu/grades-regulations-records/)

Both federal and state laws permit Oregon State University staff to release directory information (e.g. name, address, degree program, birth date) to the general public without your consent. You can prohibit the release of directory information to the public by signing the Confidentiality Restriction form available from the Registrar’s Office. It will not prohibit the release of directory information to entities of Oregon State University that have a “need to know” to accomplish their required tasks. It further will not prohibit Oregon State University departments from including your name on mailing lists for distribution of materials that are essential to your enrollment at Oregon State University.

# Appendix

**Master of Science in Education  
Professional Expectations (Dispositions)**

***What are teacher dispositions?***

Professional dispositions are the values, commitments and professional ethics that influence behaviors towards students, families, colleagues, and communities that affect student learning, motivation, and development as well as the educator’s own professional growth. [InTASC 2011: Model Core Teaching Standards]  [TSPC: The Professional & Ethical Educator] The development of these dispositions is considered part of a teacher education program and is reflected in our Conceptual Framework’s Core Values: Ethics and Professionalism, Reflective Practitioner, and Diversity and Equity.

***Who does the assessment of a teacher candidate’s dispositions?***

Students must demonstrate professional behavior in order to be accepted into the MS Program and these dispositions will be reviewed at time of application. The Disposition Assessment **form** will be introduced and discussed in April prior to the cohort year. These dispositions will be part of the ongoing assessment during Program coursework and student teaching.  Ratings will be done throughout the program by the Cooperating Teachers and MS faculty. The positive development of these dispositions will reflect directly on a teacher candidate’s success in the Program.

***What should each teacher candidate know?***

It is the student’s responsibility to ask clarifying questions as well as demonstrate the expected dispositional behaviors.  It is important for teacher candidates to demonstrate the dispositions both in their college coursework and in their field placements.

**Student teaching assessment plan for year one full-time (one year program) or year two part-time:**

* Prior to cohort year: Student will learn about professional expectations during their advising appointments and presentations.
* Spring term before year one: students will review professional expectations during spring cohort meeting.
* September year one:  MS Teacher Candidates will be introduced to the Professional Dispositions form and will review them with their Cooperating Teachers.
* NOVEMBER/DECEMBER Cooperating Teachers and Supervisors will fill out a Dispositions Assessment for Teacher Candidates with whom they have worked fall term.  Any concerns will be discussed with the Teacher Candidate and the University Supervisor. The Assessments by the Cooperating Teacher will be entered on Taskstream as the Fall Disposition Assessment.

MS faculty will review the ratings for all Candidates and consider a course of action for any concerns. This assessment will be part of the consideration of the Candidate’s readiness to move into part-time student teaching winter term.  If a Plan of Assistance is deemed necessary, it will be written by the Program Lead, in collaboration with others who work with the Candidate and saved in the Candidate’s file.  The Plan will list specific measures to allay concerns. This Plan will be monitored winter term to confirm positive progress. Continued, serious dispositional concerns may result in the Candidate taking a leave of absence and delaying winter part-time student teaching for one year, or being dropped from the MS Program. Any decision on delaying student teaching or removal from the MS Program can be appealed to the Associate Dean of Educator Preparation Programs.

* MARCH: At the end of part-time student teaching, Cooperating Teachers will again fill out a Dispositions Assessment for the teacher candidates with whom they work.  Any concerns will be shared with the University Supervisor and Program Lead.

MS faculty will review the ratings for all candidates and consider a course of action for any concerns.  If a Plan of Assistance is necessary, it will be written by the Program Lead, in collaboration with others who work with the Candidate and saved in the Candidate’s file.   The Plan will list specific measures to determine progress toward eliminating concerns. The Plan will be monitored to make sure the Candidate is progressing and able to complete the program. The Program Lead will report on the Candidate’s progress to the program faculty and talk about any remaining concerns. The faculty will determine if the Candidate is ready to proceed to full-time student teaching spring term.  If not, a course of action, including the possibility of being dropped from the Program, will be considered. Any decision on delaying full-time student teaching or removal from the MS Program can be appealed to the Associate Dean of Educator Preparation Programs. <https://education.oregonstate.edu/people/kristen-nielsen>

## **Retention Policy**

Retention of students (Teacher Candidates) in the College of Education teacher prep programs, BS/BA Education, Double Degree and Master of Science, is based upon the academic and professional judgment of the university faculty responsible for the evaluation of Candidates’ academic, practicum, and student teaching performance. The faculty considers not only academic abilities and skill performance when making retention decisions about a teacher candidate, but also such aspects as whether the teacher candidate has appropriate levels of maturity, judgment, emotional stability, sensitivity to others, and whether or not the candidate exhibits appropriate professional conduct. The teacher education faculty has developed this Retention Policy based upon continuous evaluations of candidates in the teacher prep program by university faculty and staff and by public school Cooperating Teachers and administrators. Candidates are evaluated on the benchmarks from the Professional Dispositions and learning outcomes found in course syllabi including, the ability to successfully plan for instruction; [establish a classroom](http://blogs.oregonstate.edu/doubledegreehandbook/files/2018/06/Candidate-Dispositions-Statement_ver-2-10.19.17.pdf) climate conducive to learning; exhibit professional behaviors, ethics and values; evaluate student progress; and on their ability to engage students in planned learning activities. The following information and procedures are established to guide decisions regarding the retention of candidates in the program.

Throughout each term, faculty members, and Cooperating Teachers, and University Supervisors meet to evaluate each Teacher Candidate’s progress and teaching effectiveness. Those Candidates assessed as having difficulty will receive feedback concerning their progress from the appropriate university faculty and/or the Program Lead. A Teacher Candidate who is struggling will be placed on a Plan of Assistance. This plan will be created by the Program Lead in cooperation with the University Supervisor and Candidate. Each plan will outline benchmarks and a timeline to be met and supports provided to the Candidate. Supports could include, but are not limited to: extra observations with feedback/suggestions, check-in meetings for additional reflection, additional materials, and flexible timelines.

## Academic Standards

Teacher Candidates must meet the academic standards of the program in order to continue in the teacher education program. (3.0 OSU GPA, 3.0 GPA in program coursework, and 3.0 GPA in content mastery/option.)

## Professional-Ethical Standards

According to various accreditation organizations (CAEP, ACA, TSPC, Oregon OARs, Public Schools, NGOs, Non-Profits), all Teacher Candidates seeking licensure and graduating from the College of Education at Oregon State University must meet all professional standards of practice, evidence of proper dispositions within their chosen field, as well as complying with the University Student Conduct Regulations.

The Candidate must demonstrate acceptable standards of professional behavior in five key areas:

* 1. Professional conduct toward students, clients, youth, and adult learners;
  2. Professional practice;
  3. Professional conduct toward professional colleagues, including university faculty, staff, and internship and field placement supervisors and administrators;
  4. Professional conduct toward the general community, including educators, parents, and other community members
  5. Technology use that includes “netiquette,” ensuring copyright, not plagiarizing, not using computers inappropriately for pornography or personal gain.

Professional behavior includes respect, honor and integrity, altruism, responsibility and accountability, leadership, caring, compassion, and communication, and excellence of scholarship.

The College of Education at Oregon State University holds Candidates accountable in both academics and practice. It is necessary, but not sufficient to perform well academically. Teacher Candidates must also behave in ways that support the professional nature of the work. In other words, personal issues that negatively impact teaching performance are considered as significant as low academic performance on assignments.

[The Professional Dispositions Statement](http://blogs.oregonstate.edu/doubledegreehandbook/files/2018/06/Candidate-Dispositions-Statement_ver-2-10.19.17.pdf) is sent to candidates upon acceptance to a teacher prep program. A signed copy of the statement along with acceptance forms is kept in the Candidates' files. The Dispositions Statement is posted on the College of Education website and also provided in program handbooks.

Candidates who meet or exceed the standards of professional behavior will continue in their chosen field of study without interruption. Candidates who do not meet the standards must complete the following retention procedures.

## Retention Procedures

Candidates will be placed on a Plan of Assistance during which they will receive support from program faculty and the lead. This Plan of Assistance will stipulate benchmarks and a timeline for improving behaviors.

A Candidate may be removed from a practicum or student teaching site by the program faculty if their performance does not meet benchmark requirements as stipulated in the plan of assistance or if performance is determined to be consistently inadequate, inappropriate, or unprofessional by the Program Chair or Associate Dean of Educator Preparation Programs.

A Candidate may immediately be removed from the site school at the request of the school principal (or appropriate administrator), if the Candidate has put students and/or school personnel at risk.

**Teacher Candidate Dispositions Statement**

Dispositions are the habits of professional action and moral commitments that underlie a Teacher Candidate’s performance (InTASC Model Core Teaching Standards, 2011; CAEP Accreditation Handbook, 2016). Along with content knowledge and pedagogical skills, dispositions are an essential component of effective teaching that increases student learning. As such, the development of professional teacher dispositions and the demonstration of those dispositions through observable behavior is an integral part of each program in the OSU College of Education teacher education programs.

The teacher education program faculty has defined a set of 20 disposition statements that directly align with the core values of the *Conceptual Framework*: Ethics and Professionalism, Diversity and Equity, Reflective Practice and Lifelong Learner. The dispositions also directly reflect the *Performance Indicators for Candidate Completers* which align with InTASC and Council for the Accreditation of Educator Preparation (CAEP) standards. The dispositions are stated as observable behaviors that Teacher Candidates are expected to demonstrate in all educational settings; therefore, Candidates will be evaluated using the *Dispositions Assessment* at these transition points: 1) pre-clinical practice, 2) first student teaching experience, and 3) second student teaching experience/exit from the program. Program faculty will review the results of each *Dispositions Assessment* and determine if a Plan of Assistance is needed to address any concerns.

# Conceptual Framework Core Value: Ethics and Professionalism

|  |  |
| --- | --- |
| **Dispositions** | **Definitions** |
| 1. Complies with laws and regulations | Candidate demonstrates an understanding of the legal aspects of their professional roles. Candidate fulfills codes of ethics, professional standards of  practice, and relevant law and policy. |
| 2. Complies with district,  school, and university policies | Candidate consistently follows district, school, and university rules and policies. |
| 3. Maintains confidentiality | Candidate demonstrates confidentiality in the use and maintenance of student  records and upholds privacy concerning students and students’ families. |
| 4. Maintains professional appearance | Candidate is well-groomed and dresses to maintain a professional appearance; appearance is not distracting (e.g. extreme hair colors, excessive showing of  skin). |
| 5. Demonstrates regular attendance and punctuality for class and  appointments | Candidate is reliable, attends class regularly, and makes prior arrangements when absence is necessary. Candidate is punctual arriving to class and appointments on time and when submitting assignments. |
| 6. Is prepared to teach and learn | Candidate is responsible for advance preparation and readiness for teaching, e.g., lesson plans, materials, and technology are organized before class begins. Candidate is actively involved during in-class activities, contributes to class  discussion, and work shows that adequate time and planning were allocated. |
| 7. Demonstrates integrity and ethical behavior | Candidate demonstrates integrity, honesty, is trustworthy, and meets ethical expectations. Candidate complies with OSU Student Code of Conduct and is honest and ethical in his/her academic work; avoids cheating, plagiarism,  fabrication, assisting, tampering. |
| 8. Addresses issues and problems professionally | Candidate confronts problems as they arise and manages conflict in a professional manner. Candidate actively listens before making judgements. |
| 9. Exhibits  enthusiasm/passion for teaching and learning | Candidate demonstrates enthusiasm for working with children, and exhibits passion for teaching, learning, and the subject matter. |

**Conceptual Framework Core Value: Diversity and Equity**

|  |  |
| --- | --- |
| **Dispositions** | **Definitions** |
| 10. Has high expectations for self and students | Candidate has high educational standards for self and the same high educational  standards for all students. Candidate is committed to ensuring all children have the opportunity to achieve their potential. |
| 11. Demonstrates  commitment to meeting students’ diverse needs | Candidate respects students' differing strengths and needs. Candidate promotes equitable learning opportunities and adapts instruction accordingly to further  each student’s development. |
| 12. Respects the beliefs and perspectives of others | Candidate is open-minded, appreciates multiple perspectives, and respects all individuals with differing personal and family backgrounds and various skills,  abilities, perspectives, talents, and interests. |
| 13. Appreciates human  diversity and cultural differences | Candidate appreciates and values human diversity by showing respect for and  sensitivity to varied cultures, and adapts interactions accordingly. Candidate promotes democratic and inclusive citizenship in the classroom. |
| 14. Develops positive and appropriate relationships | Candidate establishes rapport and credibility with students, colleagues, and families by treating others with dignity and respect. Candidate maintains  appropriate student-teacher relationships. |

**Conceptual Framework Core Values: Reflective Practitioner/Lifelong Learner**

|  |  |
| --- | --- |
| 15. Demonstrates  responsiveness to feedback | Candidate is open and willing to receive feedback and evaluation of class work  and teaching practice. Candidate is a thoughtful and responsive listener and observer. |
| 16. Demonstrates commitment to reflective  practice | Candidate demonstrates routine critical reflection of his/her work and teaching for professional growth. Candidate uses ongoing analysis and reflection to  improve planning and practice. |
| 17. Demonstrates commitment to lifelong learning and professional  development | Candidate actively seeks professional growth opportunities, such as reading suggested works by those considered experts in an area of knowledge, attends provided workshops, talks with cohort members and clinical educators about  their experiences. |
| 18. Demonstrates commitment to  collaborate with others | Candidate collaborates with colleagues in learning communities and other professional areas. Candidate demonstrates a willingness to be flexible in  cooperatively working with others. |
| 19. Engages in school-wide initiatives | Candidate willingly and with fidelity engages in school-wide efforts to build a  shared vision and supportive culture, e.g. AVID instructional methods, reading initiatives, PBIS, etc. |
| 20. Demonstrates appropriate written and oral communication | Candidate demonstrates clear, concise, and appropriate written and oral skills in communicating with administrators, staff, parents, and other members of the  learning community. Candidate expresses ideas using correct grammar in oral and written communication appropriate for audience. |

**Performance Indicators for Candidate Completers**

**THE LEARNER AND LEARNING - InTASC Standards 1, 2, 3**

# InTASC Standard #1: Learner Development

*The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

1.1 The candidate designs, modifies, and implements developmentally appropriate and challenging learning experiences that support learners’ cognitive, linguistic, social, emotional, and physical development.

InTASC Alignment: 1(a), 1(b)

# InTASC Standard #2: Learning Differences

*The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*

* 1. The candidate designs, modifies, and implements instruction to address each student’s diverse learning strengths, needs, and language development.

InTASC Alignment: 1(b), 2(a), 2(e), CAEP Diversity

* 1. The candidate incorporates multiple perspectives into learning experiences including learners’ personal, family, cultural, and community experiences.

InTASC Alignment: 2(d), CAEP Diversity

# InTASC Standard #3: Learning Environments

*The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

* 1. The candidate collaborates with learners and colleagues to create a positive learning environment that fosters respect for all members of the school community taking into account different experiences and perspectives, and family and cultural backgrounds.

InTASC Alignment: 3(a), 3(f), CAEP Diversity

* 1. The candidate manages the learning environment to actively and equitably engage learners in self- directed and collaborative learning by organizing, allocating, and coordinating the resources of time, space, and learners’ attention.

InTASC Alignment: 3(b), 3(c), 3(d)

**CONTENT - InTASC Standards 4 & 5**

**InTASC Standard #4: Content Knowledge**

*The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.*

* 1. The candidate uses multiple representations and explanations of concepts and practices to guide learners through learning progressions and promote each learner’s achievement of content standards. InTASC Alignment: 4(a), 8(e)
  2. The candidate engages learners in understanding, questioning, and analyzing ideas from diverse perspectives to master the content of the discipline.

InTASC Alignment: 4(b)

* 1. The candidate stimulates learner reflection on prior content knowledge and practices, links new concepts to familiar knowledge and practices, and makes connections to learners’ experiences. InTASC Alignment: 4(d), CAEP Diversity
  2. The candidate creates opportunities for students to learn, practice, and master academic language in the discipline.

InTASC Alignment: 4(h), CAEP Diversity

# InTASC Standard #5: Application of Content

*The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

* 1. The candidate engages learners in critical thinking, creativity, and collaborative problem solving using perspectives from varied disciplines.

InTASC Alignment: 5(a), 5(d), CAEP 1.4 College & Career-Readiness

* 1. The candidate engages learners in applying content knowledge and practices of the discipline to real- world problems.

InTASC Alignment: 5(b)

**INSTRUCTIONAL PRACTICE - InTASC Standards 6, 7, 8**

# InTASC Standard #6: Assessment

*The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.*

* 1. The candidate uses formative assessment to monitor student learning, engage learners in assessing their progress, and modify instruction in response to learners’ needs.

InTASC Alignment: 6(a), 6(g), 8(b), CAEP 1.2 Research & Evidence

* 1. The candidate uses summative assessment to evaluate, verify, and document learning. InTASC Alignment: 6(a), 6(g), CAEP 1.2 Research & Evidence
  2. The candidate designs and uses multiple types of assessments that align with learning goals. InTASC Alignment: 6(b)
  3. The candidate provides learners with descriptive feedback from assessments to guide and engage them towards learning goals.

InTASC Alignment: 6(d)

# InTASC Standard #7: Planning for Instruction

*The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

* 1. The candidate selects and creates relevant learning experiences that are aligned to curricular goals and content standards.

InTASC Alignment: 7(a)

* 1. The candidate develops sequential learning experiences and provides multiple ways for learners to demonstrate knowledge and practices of the discipline and cross-disciplinary skills.

InTASC Alignment: 2(a), 6(e), 7(c), 8(e), CAEP 1.4 College & Career-Readiness

* 1. The candidate plans instruction based on formative and summative assessments, prior learner knowledge and experiences, and learner interest.

InTASC Alignment: 2(c), 7(d)

# InTASC Standard #8: Instructional Strategies

*The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

* 1. The candidate uses appropriate strategies and resources to modify instruction to meet the needs of individual learners and to develop deep understanding of content.

InTASC Alignment: 7(b), 8(a)

* 1. The candidate models and engages learners in using a range of digital technologies to access, interpret, evaluate, and apply information to meet learning goals.

InTASC Alignment: 8(g), CAEP 1.5 Technology

* 1. The candidate uses a variety of instructional strategies to support learners’ reading, writing, speaking, listening, and language skills.

InTASC Alignment: 5(h), 8(h), CAEP 1.4 College & Career-Readiness

* 1. The candidate uses questioning strategies to stimulate discussion that serve different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to ask questions).

InTASC Alignment: 8(i), CAEP 1.4 College & Career-Readiness

**PROFESSIONAL RESPONSIBLITY - InTASC Standards 9, 10**

# InTASC Standard #9: Professional Learning and Ethical Practice

*The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*

* 1. The candidate engages in learning opportunities aligned with his/her own needs and the needs of the learners and school.

InTASC Alignment: 9(a), 9(b)

* 1. The candidate uses research and evidence (e.g., student growth data, self-reflection tools, classroom observations, feedback from professionals) to reflect on and evaluate his/her teaching effectiveness. InTASC Alignment: 9(c), OSU College of Education Conceptual Framework, CAEP 1.2 Research & Evidence
  2. The candidate models safe and ethical use of information and technology. InTASC Alignment: 9(f), CAEP 1.5 Technology
  3. The candidate demonstrates professional and ethical behavior in all interactions with students, families, other professionals, and the community.

InTASC Alignment: Standard 9, OSU College of Education Conceptual Framework

* 1. The candidate reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

InTASC Alignment: 9(e), CAEP Diversity

# InTASC Standard #10: Leadership & Collaboration

*The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*

* 1. The candidate collaborates with other school professionals to plan and facilitate student learning. InTASC Alignment: 10(b)
  2. The candidate engages in school-wide efforts to build a shared vision and supportive culture and enhance knowledge of practice.

InTASC Alignment: 10(c), 10(f)

**Retention Policy**

Student retention in the College of Education teacher prep programs, BS/BA Education, Double Degree and Master of Science, is based upon the academic and professional judgment of the university faculty responsible for the evaluation of students’ academic, practicum, and student teaching performance. The faculty considers not only academic abilities and skill performance when making retention decisions about a student, but also such aspects as whether the student has appropriate levels of maturity, judgment, emotional stability, sensitivity to others, and whether or not the student exhibits appropriate professional conduct. The teacher education faculty has developed this Retention Policy based upon continuous evaluations of students in the teacher prep program by university faculty and staff and by public school cooperating teachers and administrators. Students are evaluated on the benchmarks from the Professional Dispositions and learning outcomes found in course syllabi including, the ability to successfully plan for instruction; establish a classroom climate conducive to learning; exhibit professional behaviors, ethics and values; evaluate student progress; and on their ability to engage students in planned learning activities. The following information and procedures are established to guide decisions regarding the retention of students in the program.

Throughout each term, faculty members, and Cooperating Teachers, and University Supervisors meet to evaluate each Teacher Candidate’s progress and teaching effectiveness. Those Candidates assessed as having difficulty will receive feedback concerning their progress from the appropriate university faculty and/or the Program Lead. A Teacher Candidate who is struggling will be placed on a Plan of Assistance. This plan will be created by the Program Lead in cooperation with the University Supervisor and Candidate. Each plan will outline benchmarks and a timeline to be met and supports provided to the Candidate. Supports could include, but are not limited to: extra observations with feedback/suggestions, check-in meetings for additional reflection, additional materials, and flexible timelines.

**1. Academic Standards**

1. Students must meet the academic standards required by the Graduate School and the MS program in order to continue from one term to the next.

Full-time students who do not complete their classes in one term, will not move on to student teaching the following term. Candidates will need to take a leave of absence and return the following year to retake the classes.

2. Professional-Ethical Standards

According to various accreditation organizations (CAEP, ACA, TSPC, Oregon OARs, Public Schools, NGOs, Non-Profits), all Teacher Candidates seeking licensure and graduating from the College of Education at Oregon State University must meet all professional standards of practice, evidence of proper dispositions within their chosen field, as well as complying with the University Student Conduct Regulations.

The candidate must demonstrate acceptable standards of professional behavior in five key areas:

I. Professional conduct toward students, clients, youth, and adult learners;  
II. Professional practice;  
III. Professional conduct toward professional colleagues, including university faculty, staff, and internship and field placement supervisors and administrators;  
IV. Professional conduct toward the general community, including educators, parents, and other community members  
V. Technology use that includes “netiquette,” ensuring copyright, not plagiarizing, not using computers inappropriately for pornography or personal gain.

Professional behavior includes respect, honor and integrity, altruism, responsibility and accountability, leadership, caring, compassion, and communication, and excellence of scholarship.

The College of Education at Oregon State University holds Candidates accountable in both academics and practice. It is necessary, but not sufficient to perform well academically. Teacher Candidates must also behave in ways that support the professional nature of the work. In other words, personal issues that negatively impact teaching performance are considered as significant as low academic performance on assignments.

The Professional Dispositions Statement is reviewed each year. A signed copy of the statement along with acceptance forms is kept in student files. These dispositions are posted on the College of Education website and are also provided in program handbooks.

Candidates who meet or exceed the standards of professional behavior will continue in their chosen field of study without interruption. Candidates who do not meet the standards must complete the following retention procedures.

3. Retention Procedures

Candidates will be placed on a plan of assistance during which they will receive support from program faculty and the lead. This plan of assistance will stipulate benchmarks and a timeline for improving behaviors.

A Candidate may be removed from a practicum or student teaching site by the program if their performance does not meet benchmark requirements as stipulated in the Plan of Assistance or if performance is determined to be consistently inadequate, inappropriate, or unprofessional by the Program Chair or Associate Dean of Educator Preparation Programs.

A student may immediately be removed from the site school at the request of the school principal (or appropriate administrator).

The Plan of Assistance process identified in the steps below will be afforded the Candidate if it is felt that they are not making satisfactory progress as outlined in the benchmarks and/or course syllabi.

# Master of Science in Education

## with Options in Mathematics and Science Education

**Definition of Satisfactory Academic Progress**

The Master of Science (MS) in Education is a compressed twelve-month program that runs from June to June. Students must complete 47 to 53 program credits, an ESOL Foundation course, and 9 credits of graduate subject area courses. Teacher Candidate’s progress is monitored at the end of each term to ensure timely program completion.

Satisfactory progress toward completing the MS program includes the consequential milestones:

* To qualify for the oral exam spring term and to graduate from the master’s program: GPA ≥ 3.0 with no course grade below C, and all incompletes satisfied. https://gradschool.oregonstate.edu/progress/required-examinations
* Approval for part-time field experience winter term based on satisfactory fall term classroom teaching observations and professional dispositions form completed by the Cooperating Teacher.
* Approval for full-time field experience spring term based on winter term:
  + Satisfactory classroom teaching observations
  + Team Evaluation for winter term (no scores of 1)
  + Pass edTPA. (passing score ≥ 35)
* Pass second Team Evaluation before end of spring term (average score 2.5, no scores of 1)
* 700 hours of documented, satisfactory field experience based on teaching observations and Team Evaluations
* Pass a master’s project and oral exam (committee vote)

Licensure requirements:

* Program Lead confirms the Teacher Candidate completed all program licensure requirements.(does not include the master’s project, which is not required for licensure)
* Candidate submits licensure request to CoEd and TSPC.

Except for the master’ project, failure to meet any consequential milestone will result in the program faculty and Program Lead creating a Plan of Assistance for the Teacher Candidate. (See Retention Policy below). Once a Plan of Assistance is created, the Candidate must show growth in documented areas in order to remain in the program.

A satisfactory master’s project/oral exam is required for the degree.

Except for course grades, all milestones, indicators, and licensure requirements are uploaded to and accessible via the *Taskstream* online archive for Candidates to monitor their progress through the program.

## Retention Policy

Retention of students (Teacher Candidates) in the College of Education teacher prep programs, BS/BA Education, Double Degree and Master of Science, is based upon the academic and professional judgment of the university faculty responsible for the evaluation of Candidates’ academic, practicum, and student teaching performance. The faculty considers not only academic abilities and skill performance when making retention decisions about a teacher candidate, but also such aspects as whether the teacher candidate has appropriate levels of maturity, judgment, emotional stability, sensitivity to others, and whether or not the candidate exhibits appropriate professional conduct. The teacher education faculty has developed this Retention Policy based upon continuous evaluations of candidates in the teacher prep program by university faculty and staff and by public school Cooperating Teachers and administrators. Candidates are evaluated on the benchmarks from the Professional Dispositions and learning outcomes found in course syllabi including, the ability to successfully plan for instruction; [establish a classroom](http://blogs.oregonstate.edu/doubledegreehandbook/files/2018/06/Candidate-Dispositions-Statement_ver-2-10.19.17.pdf) climate conducive to learning; exhibit professional behaviors, ethics and values; evaluate student progress; and on their ability to engage students in planned learning activities. The following information and procedures are established to guide decisions regarding the retention of candidates in the program.

Throughout each term, faculty members, and Cooperating Teachers, and University Supervisors meet to evaluate each Teacher Candidate’s progress and teaching effectiveness. Those Candidates assessed as having difficulty will receive feedback concerning their progress from the appropriate university faculty and/or the Program Lead. A Teacher Candidate who is struggling will be placed on a Plan of Assistance. This plan will be created by the Program Lead in cooperation with the University Supervisor and Candidate. Each plan will outline benchmarks and a timeline to be met and supports provided to the Candidate. Supports could include, but are not limited to: extra observations with feedback/suggestions, check-in meetings for additional reflection, additional materials, and flexible timelines.

## Academic Standards

Teacher Candidates must meet the academic standards of the program in order to continue in the teacher education program. (3.0 OSU GPA, 3.0 GPA in program coursework, and 3.0 GPA in content mastery/option.)

## Professional-Ethical Standards

According to various accreditation organizations (CAEP, ACA, TSPC, Oregon OARs, Public Schools, NGOs, Non-Profits), all Teacher Candidates seeking licensure and graduating from the College of Education at Oregon State University must meet all professional standards of practice, evidence of proper dispositions within their chosen field, as well as complying with the University Student Conduct Regulations.

The Candidate must demonstrate acceptable standards of professional behavior in five key areas:

* 1. Professional conduct toward students, clients, youth, and adult learners;
  2. Professional practice;
  3. Professional conduct toward professional colleagues, including university faculty, staff, and internship and field placement supervisors and administrators;
  4. Professional conduct toward the general community, including educators, parents, and other community members
  5. Technology use that includes “netiquette,” ensuring copyright, not plagiarizing, not using computers inappropriately for pornography or personal gain.

Professional behavior includes respect, honor and integrity, altruism, responsibility and accountability, leadership, caring, compassion, and communication, and excellence of scholarship.

The College of Education at Oregon State University holds Candidates accountable in both academics and practice. It is necessary, but not sufficient to perform well academically. Teacher Candidates must also behave in ways that support the professional nature of the work. In other words, personal issues that negatively impact teaching performance are considered as significant as low academic performance on assignments.

[The Professional Dispositions Statement](http://blogs.oregonstate.edu/doubledegreehandbook/files/2018/06/Candidate-Dispositions-Statement_ver-2-10.19.17.pdf) is sent to candidates upon acceptance to a teacher prep program. A signed copy of the statement along with acceptance forms is kept in the Candidates' files. The Dispositions Statement is posted on the College of Education website and also provided in program handbooks.

Candidates who meet or exceed the standards of professional behavior will continue in their chosen field of study without interruption. Candidates who do not meet the standards must complete the following retention procedures.

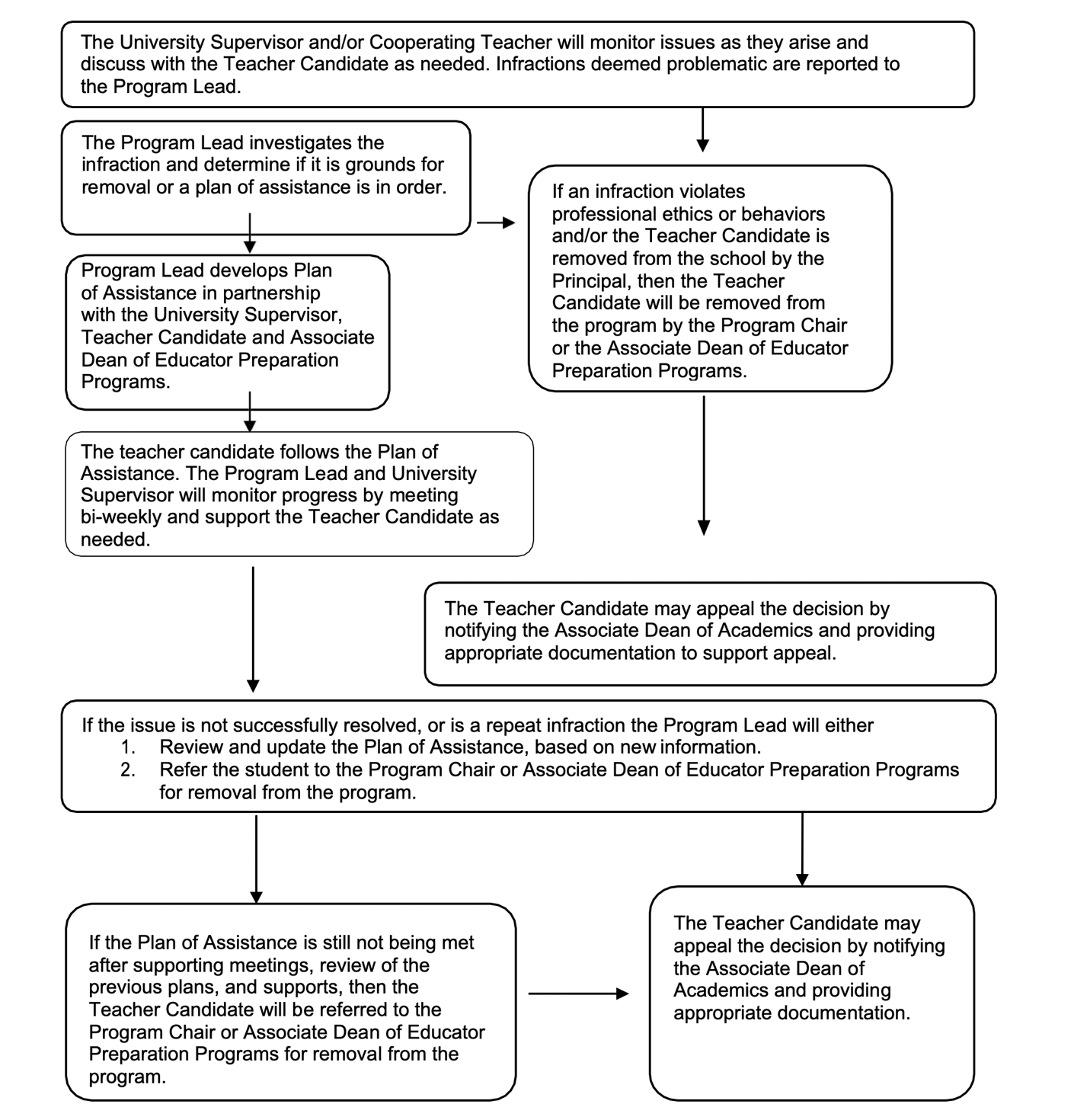
## Retention Procedures

Candidates will be placed on a Plan of Assistance during which they will receive support from program faculty and the lead. This Plan of Assistance will stipulate benchmarks and a timeline for improving behaviors.

A Candidate may be removed from a practicum or student teaching site by the program faculty if their performance does not meet benchmark requirements as stipulated in the plan of assistance or if performance is determined to be consistently inadequate, inappropriate, or unprofessional by the Program Chair or Associate Dean of Educator Preparation Programs.

A Candidate may immediately be removed from the site school at the request of the school principal (or appropriate administrator), if the Candidate has put students and/or school personnel at risk.

The process identified in the steps below will be afforded the teacher candidate if it is felt that they are not making satisfactory progress as outlined in the benchmarks and/or course syllabi.



## FERPA Consent to Release Educational Records and Information

**This release represents your written consent to permit Oregon State University College of Education to disclose educational records and any information contained therein to the specific individual(s) identified below. Please read this document carefully and fill in all blanks.**

I, (print full name) am a candidate at Oregon State University Teacher Licensure Program and hereby give my voluntary consent to officials:

1. To disclose the following records:
   * Records relating to any of my field-based experiences
   * Records relating to my performance in the field
   * Resume
   * Professional Goals Statement
2. To the following person(s):
   * School districts or other agencies associated with field-based experiences
   * School-based/Agency-based administrators associated with field-based experiences
   * School-based/Agency-based cooperating teachers/mentors associated with field-based experiences
   * Oregon State University program faculty
   * Oregon State University representatives responsible for scholarships, grants, etc.
   * Prospective employer(s) from schools and/or district offices
3. These records are being released for the purpose of:
   * Conversing and reviewing performance
   * Acquiring feedback
   * Procuring required signatures
   * Making field-based placements
   * Providing letters of recommendation/reference

# I understand that under the Family Educational Rights and Privacy Act of 1974 (“FERPA” 20 USC 123g; 34 CFR

**§99; commonly known as the “Buckley Amendment) no disclosure of my records can be made without my written consent unless otherwise required or permitted by applicable law. I also understand that I may revoke this consent at any time (via written request to the teacher licensure program) except to the extent that action has already been taken upon this release. Further, I understand that if I refuse to sign this release or revoke my previously-provided consent that I may be unable to fully participate in any field-based experiences, clinical teaching, student teaching, or internship, or that I may not be able to continue participating, given the requirements of the field-based experience partner.**

## Signature of Candidate Date

OSU ID # OSU Email:

**College of Education Student Grievance & Escalation Guidance**

Please note that the following grievance procedures are for matters that do not comply with the existing student grievance policy related to (a) academic decisions (i.e., grading) and (b) academic dishonesty. Please note that for these circumstances the OSU policy should be followed.

**Undergraduate students** in College of Education programs should first confer with the faculty member with whom they have a potential conflict to discuss their concerns and work toward a resolution of this conflict. Should the student be unable to address this issue with the faculty member in question or find the resolution of the issue with the faculty member to be unsatisfactory, the student should proceed in bringing the matter to the program chair for potential resolution. Should the issue still persist or not be addressed fully by the program chair, the student should then bring the concern to the Associate Dean for Academic Affairs. If the student is unable to address or resolve the issue through the assistance of the Associate Dean, the student can then bring the issue to the Dean of the College of Education. If none of these levels of recourse resolves the issue for the student, the student should then approach the Dean of Students of the campus. In addition, undergraduate and graduate students can also seek the counsel of the Office of Advocacy through ASOSU throughout this process.

**Graduate students** in College of Education programs should first confer with the faculty member with whom they have a potential conflict to discuss their concerns and work toward a resolution of this conflict. Should the student be unable to address this issue with the faculty member in question or find the resolution of the issue with the faculty member to be unsatisfactory, the student should proceed in bringing the matter to the program chair for potential resolution. Should the issue still persist or not be addressed fully by the program chair, the student should then bring the concern to the Associate Dean for Academic Affairs. If the student is unable to address or resolve the issue through the assistance of the Associate Dean, the student can then bring the issue to the Dean of the College of Education. If none of these levels of recourse resolves the issue for the student, the student should then approach the Associate Dean at the Graduate School. In addition, undergraduate and graduate students can also seek the counsel of the Office of Advocacy through ASOSU throughout this process.